



Faculty  
Development  
Center

## Phase II Syllabus

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### Description of Training

**Phase II, is a hybrid training program**, is equivalent to a three-day workshop, which addresses the objectives discussed in Phase I in a practical application format and provides information on additional TCSG topics and policies. Phase I must be completed before completing Phase II training.

**The class meets for one full day.** It begins at 9:00 a.m. and ends by 3 p.m. A working lunch is built into the schedule. Lunch will be provided for the in person day.

**Participants MUST complete the online activities of Phase I PRIOR to completing Phase II.** Registration to complete the online activities can be accessed at [Faculty Development Training Registration – TCSG Office of Technical Education](#). Once Phase II is completed the participants should return to that site to register for the Phase II part 2 in person training day.

Participants will present a lesson to the group. Please see the details for the presentation below.

Participants will receive 24 staff development hours for completing Phase II.

### Training Objectives

- Define the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act
- Identify who determines appropriate accommodations
- Identify the differences between the types of accommodations for College Students versus K-12 students.
- Define Copyright and its basic rules
- Utilize the four factors of fair use to determine when exceptions apply

- Define the Family Educational Rights and Privacy Act (FERPA) and some of its exceptions
- Describe due process and the Student Code of Conduct
- Define unlawful harassment
- Distinguish between quid pro quo harassment and hostile environment harassment.
- Define Title IX and gender discrimination.
- Describe the various roles of Students Services.
- Provide an overview of Dual enrollment
- Describe various types of Financial Aid available Financial Aid
- Understand the use of and how Satisfactory Academic Progress (SAP) is determined
- Define HOPE and it's various types.
- Develop and discuss strategies for teaching adult learners, students with different learning styles, and students from different generations.
- Discuss classroom management and professionalism.
- Discuss effective teaching methodologies for classroom success.
- Discuss advisory committees, work ethics, copyright laws, generations, and professional development.

## Methods of Instruction

The online portion of the training uses SoftChalk and was recorded using “ispring” software. Participants must complete and submit all of the activities prior to the training date; the instructor can see the activities submitted using the SoftChalk gradebook.

It is important that the participant use the “same name” to sign in each time and to complete each assignment. For example, you should sign in as Paul H. Smith, Albany each time. Not Paul H. Smith one time, Paul Smith another time. PH Smith another time. If you use “different names,” the activities you complete will be completed under different names. More details for completing the online activities are provided when the participants registers.

**Note: Participants are required to complete all online activities and the inperson session PRIOR to receiving credit for the training. Participants are required to attend the entire in-person session AND complete all online activities PRIOR to the in-person session to receive credit for the training. If**

**you cannot be present for the entire in-session training and complete ALL online activities PRIOR to the training, please select another session. Extenuating circumstances will be evaluated on an individual basis at the discretion of the instructor.**

## Topics Covered

- Americans with Disabilities Act (ADA)
- Copyright and Fair Use Laws
- Family Educational Rights and Privacy Act (FERPA)
- Harassment
- Handling Student Conduct Issues
- Student services
- Legal issues
- Dual enrollment
- Financial Aid
- Satisfactory Academic Progress
- Classroom Management

### The Classroom Instruction and Other Factors

- Sound instructional practices
- What are effective ways to present material to adult learners?
- How can a safe and secure learning environment in the classroom be provided and why is it important to adult learners?
- What are effective ways to present material to adult learners?
- How can the diverse backgrounds of students in the classroom be used to benefit the teaching/learning process?

### Classroom Management

- Faculty behavior expectations
- Classroom behavior (on campus and on internship/externship sites)
- How to handle (or minimize) difficult students, difficult situations, and disruptive and loud behavior
- How to handle behavior problems and unprofessional behavior at externship/internship sites
- Document, document, document-why it is important
- Diversity in the classroom
- Personality Conflicts
- Conflict resolution

- How to discipline adult students
- Having policies AND enforcing them (ex. tardiness, absences, etc.)
- How to handle academic dishonesty
- How to handle other student issues (ex. students using or influenced by drugs or alcohol) and how to access/use your college's Behavioral Intervention Team.

Participants' Presentations: Participants are required to develop and present a 6-8 minute presentation. All participants will receive feedback from the instructor and classmates.

Requirements for the participants' presentations are:

- Present a 6-8 minute lesson from your program. You must present something that can be covered in this time frame. Teach the class something!
- You **MUST** use a visual aid during this lesson. This can be (but not limited to) a handout, PowerPoint, a piece of equipment, pictures, etc.
- Provide a brief introduction about who you are.
- Engage the audience. What technique will you use to engage the audience?
- Embrace Adult Learning Principles.

#### **Phase III Presentation Feedback Checklist**

- The lesson included an introduction
- Visual and/or training aids were used appropriately
- Preparation and planning was evident
- Sequencing of key points was logical; key points were clearly emphasized
- Presenter had command of the information in the lesson
- 6-8 minute time frame was followed
- Distracting gestures and idiosyncrasies were not present in the presentation
- Volume and pace of speech were at comfortable levels
- The audience was engaged!!!!